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DOI <https://doi.org/10.30525/978-9934-588-80-8-2.24>**ACTUALITY OF THE HUMANITARIAN DIRECTION  
OF PHILOSOPHY OF MODERN EDUCATION****Sakun A. V.**

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The education of post-industrial society, Ukrainian and world, seeks new paradigms for the formation of the information age. The processes of virtualization, digitalization, the incredible pace of development of digital

technologies and the accumulation of information require reformatting and reforming education as a social institution, developing such approaches to it that would take into account the characteristics of the generation «Z». Therefore, the modern philosophy of education focuses on the study of humanization and humanitarianization, which will make a person a subject of education, turn it into an active, creative person with certain values, goals and beliefs, seeking to expand the boundaries of their knowledge through formal education and self-education.

The humanization of modern education, its philosophical understanding is the subject of research of many modern researchers. Various aspects of the humanitarian space of education, its dimensions, methodological concepts and priorities are analyzed by L. Gubersky [5], N. Burukovska [5], I. Rozputenko [2], A. Singaivska [3] and other scientists [4].

But the basis of the humanization of education is the views of the eminent French philosopher Michel Foucault. His work «Words and things. Archeology of the Humanities» [6] is devoted to the humanities and their role in the modern world and human development in it. The field of modern epistemism, according to M. Foucault, is a trihedron consisting of mathematical, physical sciences, sciences, which organize the elements of a certain structural constancy, and the philosophical dimension of knowledge. The humanities are closely related to these forms of knowledge and are a certain «threat» to them [6, p. 367–368], because they always «find their own space» [6, p. 368]. Determining the status of the humanities, the scientist points out that their object is man [6, p. 364] – man, ie «such a living organism, which from within life» builds the idea through which he lives, from which he derives extraordinary ability – to imagine correctly. self life» [6, p. 371–372], «creates an idea of their own needs, of society» [6, p. 372], «imagines the meaning of words and sentences and creates an idea of language» [6, p. 372–373]. The humanities combine all knowledge, expand the space of research and understanding. «They allow the formation of ensembles of phenomena and objects of possible knowledge» [6, p. 376].

These are the characteristics of the humanities that modern education should use to teach the «Z» generation to navigate the barrage of information, to build their own «epistems», to develop, to enjoy learning and intellectual growth.

«All humanities intersect and can always be interpreted, so that their boundaries are erased, the number of related and intermediate disciplines is constantly increasing,» – wrote M. Foucault [6, p. 377].

Probably, therefore, a new dimension of the educational process is synergetics [1] as an opportunity for interdisciplinary synthesis, which will deepen and expand a person's understanding of the world in which he lives,

to create new «epistems». Knowledge will no longer be separated, they will be harmoniously integrated into the worldview, the picture of the human world. Humanities, studying «function and norm, conflict and rule, meaning and system» [6, p. 376], «completely cover the entire field of human knowledge» [6, p. 376] and become the basis for the formation of a new person who is motivated, able to learn, adapt to a renewed world, to acquire useful knowledge and competencies.

The education system must take into account the challenges of today, where there is a growing opportunity to obtain any information «here and now». The task of education is changing – it must teach to understand information, to connect various knowledge into a single system, to find space for creativity, inspiration, discovery, which will be the key to the formation of a successful self-realized personality. This is the humanization of education, when it is possible to take into account the inclinations, interests, needs, values of the learning generation.

The philosophy of education draws attention, first of all, to the fact that the humanities are an integral part of modern fundamental education, human-centered in nature. Academic freedom, creative attitude to the learning process provides space for intellectual and personal growth of each subject of the educational process. Opportunities for cooperation between teacher and student open up. New forms and methods of learning are being developed, which provide respect for each individual, an individual approach to learning, creating situations of emotional comfort and success during classes. Education becomes a field for expressing one's own opinions, scientific research, emergence of innovative ideas that will become the basis of economic growth and progress of the state.

Humanitarian knowledge not only activates human cognitive abilities, but also evokes certain emotions and feelings, teaches to experience and empathize, forms a worldview, moral and life values, teaches to distinguish good from evil, beautiful from disgusting, dignity from meanness. The humanities involve a person in the search, make it part of knowledge, encourage thinking, analyzing, reflecting.

The problems of human freedom and will, social and individual, existential, are reflected in the humanities. The humanities act as a kind of mediator between the past, present and future. It helps to create models of the future, analyze them, answer the question «And what, how...?». A sign of humanitarianism is the understanding of the world in the hermeneutic and ontological sense, its axiological awareness.

All these advantages of the humanization of education are recognized by scientists: philosophers, sociologists, culturologists, teachers. Awareness of the importance of the humanities in educational discourse should be the

prerogative of educational managers, by whose will the humanities disappear from university programs, or the number of hours for their study is reduced. After all, the humanities form the consciousness, worldview and picture of the human world, encourage it to be creative and active.

Humanitarian knowledge is built on discussions, reasoning, evidence, is polyparadigmatic, emphasizes plurality, and its free development is possible only in a true democratic society.

Thus, humanities education is a leading element of modern society, the key to its existence and development, the phenomenon of culture.

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